

# Texas Education Agency Standard Application System (SAS)

## 2018–2019 Technology Lending

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	
<b>Submittal Information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB - 6 PM 4:30 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

### Schedule #1—General Information

#### Part 1: Applicant Information

<b>Organization name</b>	<b>County-District #</b>	<b>Amendment #</b>	
School of Excellence in Education	015806		
<b>Vendor ID #</b>	<b>ESC Region #</b>		
74-2861436	20		
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1826 Basse Road	San Antonio	TX	78213

#### Primary Contact

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Teresa	G	Johnson	Grants Administrator
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
210-431-9881 ext. 2115	tjohnson@excellence-sa.org		210-432-8467

#### Secondary Contact

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Cristen		Martens	Principal
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
210-431-9881 ext. 3700	cmartens@excellence-sa.org		210-432-8467

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Sheilda		Madkins	Superintendent
Telephone #	Email address		FAX #
210-431-9881	smadkins@excellence-sa.org		210-432-8467

Signature (blue ink preferred)

Date signed

*Sheilda Madkins*

2-6-18

Only the legally responsible party may sign this application.

701-18-103-255

**Schedule #1—General Information**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dr. Harmon W. Kelley Elementary - 015806101

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

The School of Excellence in Education (SEE) is an accredited open enrollment charter school district whose students live throughout Bexar County. SEE received its original charter on March 8, 1998, and has received two renewal charters since. The current charter expires on July 31, 2026. SEE has four high-need campuses including two elementary schools (Dr. Harmon W. Kelley and Dr. David C. Walker), one junior high (Dr. Paul S. Saenz), and one TEA STEM designated high school (Milton B. Lee Academy of Science & Engineering). At the time of our October 2017 Snapshot Day, we had an enrollment of 667 students in grades PK4 through 12 with 89.51% of our students qualifying for the free and reduced lunch program and 71.06% identified as at-risk. SEE has an enrollment of over 98.05% minority – 25.94% African American, 67.92% Hispanic, 1.95% white and 4.19% other. Our students come to us from a variety of home school districts and with all levels of learning.

SEE is applying for the 2018-2019 Technology Lending Grant to improve student achievement at its highest need campus, *Dr. Harmon W. Kelley Elementary*. It is expected that student achievement will improve at Kelley Elementary by extending learning into the home through a technology program to insure that students can improve their reading and mathematics skills at home using online resources. The Technology Lending Grant funds will be used as seed money to initiate the Connecting Learning at School & Home (CLASH) Pilot Project. With funds from the Technology Lending Grant SEE will purchase 65 tablets along with accompanying accessories, warranties, and insurance; and will purchase internet services for 65 homes to be used between September 1, 2018, and May 30, 2019.

As stated above, the Connecting Learning at School & Home Pilot Project will target Kelley Elementary. With 301 students in grades PK4 through sixth, Kelley Elementary has the largest enrollment of SEE's four campuses. It is our highest need campus with 91.03 percent of students coming from low income families; 98.01 percent of its students claiming minority ethnicities; and 70.10% considered to be at-risk. And, maybe most importantly, it is a second year Improvement Required Campus. STAAR Assessments for 2016-2017 show that Kelley students fall behind state averages in all grade levels and in all tested subjects. Benchmark data for 2017-2018 show that students are making some improvement, however, it is too early to tell if the campus will pull out of the IR status at the end of the 2018 school year.

The district has taken several measures to pull Kelley out of IR status and to increase student achievement in reading and mathematics throughout the district. Those measures include:

- Beginning the 2016-2017 school year, the district purchased and implemented a new reading program throughout the district (Learning A-Z). This program is digital, marries online and hard-copy learning, and is accessible from students' homes. During the 2017-2018 school year, the district has provided additional professional development so that teachers can increase usage and efficacy of the reading program. The district continues to utilize Istation as an intervention and enhancement reading program. This online reading program can be accessed from home.
- Beginning the 2017-2018 school year, the district purchased and implemented a new mathematics program for grades K-5 (Investigations Math) and a similar mathematic program for grade 6 (CMP). Both of these curriculums have online components. To increase the benefits of these two new curriculums, the district is providing on-going professional development which includes coaching and modeling, to improve pedagogy as well as teacher content knowledge. In addition, the district purchased a supplemental mathematics curriculum to be used for interventions and enhancements (Imagine Math). This curriculum is an online program and can be accessed from home.
- For the past two years, the district has provided external contractors to provide coaching and modeling for SEE teachers in the areas of reading, writing, mathematics and science.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Whether Kelley Elementary is an IR campus after the 2017-2018 school year or not, efforts will continue to be made to ensure increased student achievement in reading and mathematics by extending learning into the home. At the beginning of the 2018-2019 school year, Kelley Elementary will make increasing parental involvement in student learning a priority program. Since our major curriculums can be utilized at home, students will be expected to access these programs at home for a specific amount of time each week and teachers will be expected to monitor home usage on a consistent and timely schedule. In addition, teachers will connect classroom and home lessons. Connecting Learning at School & Home (CLASH) will play a major role in the success of this endeavor.

The primary goal of CLASH is to increase student learning in reading and mathematics by connecting learning at school and home. It is expected that on STAAR assessments, the percentage of Kelley students reaching the "Meets" level in reading will increase from 21 percent in 2017 to 45 percent in 2019, and the percentage of Kelley students reaching the "Meets" level in mathematics will increase from 15 percent in 2017 to 45 percent in 2019. And, the percentage of Kelley students on grade level as evidenced by the EOY TPRI assessment will have increased from 36 percent in 2017 to 68 percent in 2019. Secondary goals for Connecting Learning at School & Home include:

1. By October 15, 2018, planning and implementing an intensive program that increases parental engagement in student learning at home.
2. By the end of 2019, at least 75 percent of all Kelley students will complete the age-appropriate at home online learning requirements.
3. By the end of 2019, 100 percent of all Kelley teachers will have documented monthly student progress on Learning A-Z, Imagine Math, and/or Istation.
4. By September 30, 2018, 100 percent of teachers will connect learning at home and school on their weekly lesson plans.
5. At least 95 percent of the CLASH tablets and internet devices will be checked out to students between September 15, 2018, and May 15, 2019.
6. By the end of 2019, 100 percent of all Kelley students will be taught how to safely use computing devices and the internet at home.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 015806			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$37,845	\$0	37,845
Schedule #9	Supplies and Materials (6300)	6300	\$8,815	\$0	\$8,515
Schedule #10	Other Operating Costs (6400)	6400	\$0	0	0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$46,660	\$0	\$46,660
5% <u>indirect costs</u> (see note):			N/A	\$2,333	\$2,333
Grand total of budgeted costs (add all entries in each column):			\$46,660	\$2,333	\$48,993
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$46,660
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$6,999

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$37,845
(Sum of lines a and b) Grand total		\$37,845

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 015806		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$8,815
<b>Grand total:</b>		<b>\$8,815</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 015806		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 015806

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	274	91.03%	
Limited English proficient (LEP)	134	20.09%	
Disciplinary placements	0	0%	N/A
Attendance rate	NA	94.6%	
Annual dropout rate (Gr 9-12)	NA	0%	N/A

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
44	46	36	44	36	42	31	22	0	0	0	0	0	0	301

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The need to increase student achievement in reading and mathematics is a priority at the School of Excellence in Education in general, and specifically at Kelley Elementary. Although the district has reached the "Met Standards" level since the 2012-2013 school year, Kelley Elementary has been an "Improvement Required Campus" since the 2015-2016 school year. Kelley students have lag behind the State standards in reading and math.

2017 STAAR % at Approaches Grade Level or Above	Campus	District	State
Grade 3 Reading	63%	68%	73%
Grade 4 Reading	35%	42%	70%
Grade 5 Reading	54%	60%	82%
Grade 6 Reading	41%	49%	69%
Grade 3 Mathematics	63%	66%	78%
Grade 4 Mathematics	35%	49%	76%
Grade 5 Mathematics	60%	65%	87%
Grade 6 Mathematics	62%	64%	76%

Once we reviewed the 2017 End of Year (EOY) TPRI assessments for grades K through 2<sup>nd</sup> grade; it was understandable why the older students do not succeed in the STAAR reading assessments. The TPRI assessments disclosed that only 41% of kindergarten students were on grade level and 26% first graders were on grade level. TPRI evaluates reading comprehension in the second grade. Our EOY second grade assessments showed that only 42% were on grade level. According to the Annie E. Casey Foundation, 75 percent of students who are poor readers in the third grade, will be poor readers in high school. Thus, it is imperative that we set a strong reading foundation in the early years. The same holds true for obtaining numeracy in early childhood education.

Curriculums, teachers, and technology are not the only components of student achievement. Research shows that parental involvement in their children's learning positively affects student performance. (Fan, X. & Chen, M. [2001]. Parental Involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1-22.) Kelley Elementary struggles with connecting with parents. This was seen as administrators and faculty completed its Turnaround Plan. Several attempts were made to involve parents in the process. Less than five percent of Kelley parents participated in or provided feedback regarding the Turnaround Plan. It is expected that one way to increase parental involvement is to implement a program such as the **CLASH Pilot Project** that will engage their children, show them how to help their children learn and utilize continuous communication from the time students enroll or re-enroll at Kelley until the program ends.

In determining the need for the Technology Lending Grant, the district conducted parent and student surveys to define if there was a need to provide students with devices and Internet services at home. About nine percent of Kelley parents answered the survey. Of those that answered 48 percent indicated that they did not have a device available for student use and 26% stated that they did not have internet at home. However, the surveyor did not ask if the home internet services was only available on their smartphones or not. The majority of the parents (about 85 percent) indicated that they would be willing to be responsible for the upkeep of a tablet and for following the school rules regarding appropriate use of the school provided internet. The planning team expected these results. What was unexpected is that when advised that the school currently has reading and math curriculums that could be accessed at home, 56 percent of parents were unaware. It is obvious that the campus and/or district needs to inform parents about the resources that are available to them.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The percentage of Kelley students reaching the "Meets" level in <u>reading</u> will increase from 21 percent in 2017 to 45 percent in 2019, and the percentage of Kelley students reaching the "Meets" level in <u>mathematics</u> will increase from 15 percent in 2017 to 45 percent in 2019. In addition, the percentage of Kelley students on grade level as evidenced by the EOY TPRI assessment will have increased from 36 percent in 2017 to 68 percent in 2019.	<ul style="list-style-type: none"> <li>Teachers will be able to connect lessons at home and school. Teachers can assign intervention or enhancement lessons at home.</li> <li>Students will be able to access reading and math curriculums at home via a tablet or other computing device.</li> <li>Studies indicate that 1-to-1 laptop programs, on average, has a statistically significant positive impact on student test scores in English/language arts, writing, math, and science. (Doran, Leo and Herold, Benjamin, <i>Studies Find 1-to-1 Laptop Initiatives Boost Student Scores</i>, May 18, 2016.</li> </ul>
2.	Approximately 48 percent of Kelley students do not have access to a computing device and/or the internet at home.	<ul style="list-style-type: none"> <li>Kelley students will be able to access reading and math curriculums at via a tablet or other computing device.</li> <li>Students will learn safe internet usage.</li> </ul>
3.	Increase parental involvement among Kelley parents.	<ul style="list-style-type: none"> <li>The <b>CLASH</b> Project will require parents to become involved in their children's education by requiring parents to monitor the completion of online assignments and to monitor the use of the school provided tablet and internet.</li> <li>The <b>CLASH</b> Project will require the school to be in continuous communication with participating parents.</li> </ul>
4.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Administrator	Responsible for ensuring that the CLASH Project meets programmatic and fiscal goals. At least 10 years of experience in administering grants, federal, and state and local funds.
2.	Principal, Kelley Elementary	General oversight responsibility of the CLASH Project; serve as liaison between Project Administrator and Kelley faculty and staff. Texas Certification – Principal EC-12. Experience
3.	Network Administrator	Oversee network and district technology. Supervises the campus IT specialist. Degree in Computer Science
4.	CFO	General oversight of all federal, state, and local funds. CPA – At least five years of experience in fund accounting.
5.	Superintendent	Supervises the Project Administrator, CFO, Principal and Network Administrator. Superintendent Certification.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Ensure that all Kelley and district faculty/staff understand all components of the CLASH Project.	1. Train faculty & staff on the goals & objectives of the program.	05/01/2018	10/30/2018
		2. Teachers trained on how to connect home & school within lesson plans and day/to/day	05/01/2018	10/30/2018
		3. Monthly teachers monitored to ensure progress monitoring	10/01/2018	05/30/2019
		4. Monthly oversight meetings with the stakeholders	05/30/2018	08/30/2019
2.	Increase parental involvement at Kelley Elementary	1. Materials developed to educate parents re CLASH Project	05/30/2018	06/15/2018
		2. Announce project at 2018 EOY and 2019 BOY activities	05/15/2018	09/15/2018
		3. Begin taking applications for home tablet & internet	08/27/2018	09/15/2018
		4. Hold parent/student training sessions on use of CLASH equipment & internet	09/16/2018	10/12/2018
		5. Quarterly CLASH parent nights	10/15/2018	05/31/2019
3.	Teach students how to use tablets and safely use the internet.	1. Teach all Kelley students how to use the tablets and safe use of the internet	8/27/2018	09/15/2018
		2. Kelley teachers set up passwords and log-ins for all online curriculums	08/27/2018	09/08/2018
		3. Teach all Kelley student how to access curriculums from home using various devices	08/27/2018	09/15/2018
		4. Issue equipment/internet services to students	09/15/2018	10/15/2018
4.	Provide access to tablets and home internet services	1. SEE IT staff imagine & prep equipment	05/15/2018	08/15/2018
		2. Monthly SEE IT staff inspect loaned equipment and internet usage	09/15/2018	05/30/2019
		3. SEE IT take up all equipment for the summer	05/30/2019	06/01/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently SEE monitors the progress toward attaining goals and objectives on a weekly and monthly basis when teachers review CBA data during their weekly PLC meetings and when principal's report and discuss six-week CBA data at monthly board meetings which reflect where we are in reaching our goals.

Regular communication between district staff, the **CLASH** Project Administrator, campus administration, and teachers will be facilitated through technology. Frequent emails will be used among SEE faculty and staff to answer general questions, issue reminders of deadlines and project requirements and provide day to day oversight. The Project Administrator and Kelley campus leadership will team up to provide day to day oversight of the **CLASH** Project. The **CLASH** team will have the authority to make quick course corrections as long as actions taken are allowable under specific and general grant guidelines. Formal, face to face stakeholder meetings will be held monthly to monitor timelines, review progress toward meeting program objectives, evaluate program strengths and weaknesses, and determine next steps. The Project Administrator, housed at the central office, and the principal, housed at the Kelley campus, will each keep a project notebook filled with plans, notes and progress reports so that staff members can easily refer to them. Conference calls, frequent emails, and technology-facilitated file sharing will keep information flowing. Meetings will be run efficiently through the use of standard meeting management techniques. Each meeting will have specific goals and a written agenda that assists in meeting these goals. Norms of group participation will be made explicit and reinforced by group members. The Project Administrator will be responsible for overseeing communication among partners and SEE. The Kelley principal will be responsible for communicating with teachers, students, and parents. The Project Administrator will ensure that all reports requested by TEA will be submitted in a timely manner.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Except when a student is home bound for an extended length of time, SEE does not have a technology lending program. However, each classroom has a center set (10-12) of devices to access the online reading and mathematics curriculums. The School of Excellence in Education understands the importance of the continuation of the **CLASH** Project as a means to increase student achievement in reading and mathematics at Kelley Elementary and throughout the district. It is expected that with the success of the **CLASH** Project at Kelley, the program can be implemented at other SEE campuses. The Project Administrator will continue to champion the continuation of the **CLASH** Project after the Technology Lending Grant funds have ended. She will continue to look for other grants funds that can be used to increase the district's ability to provide technology at home for SEE students. The district has recently applied for funds through a corporate foundation which includes purchasing tablets for SEE elementary students. If awarded, these tablets could also be used for home technology. And, while researching for the Technology Lending Grant the writer found an additional grant that could add to the number of devices available for lending. In the future, as the district uses state, local and federal funds to purchase technology; the district will use these acquisitions to increase available devices for lending and to spread the **CLASH** Project to other campuses.

The district views the **CLASH** Project as an important step in improving student achievement in reading and mathematics throughout the district. This program is a way to not only provide interventions at home and to differentiate learning, but also to challenge gifted children to expand their skills and knowledge beyond their grade level. Thus, SEE will ensure that all project participants stay committed to the success of the **CLASH** Project by institutionalizing the program until Connecting Learning at School & Home is a way of life and an expectation from all stakeholders.

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## Schedule #15—Project Evaluation

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Outcomes of faculty & staff understanding components of the CLASH Project	1.	100% of teachers documents student progress on reading & mathematics programs on a monthly basis.
		2.	100% of teachers include CLASH learning objectives in their lesson plans.
		3.	100% of teachers make specific assignments for each students on online curriculums
2.	Outcomes of increased parental involvement	1.	100% of parents are aware that reading & math programs can be used at home
		2.	At least 75% of students complete their at home online assignments
		3.	50% of CLASH parents attend quarterly parent nights
3.	Outcomes of students knowing how to use the tablets and internet safely	1.	100% of Kelley teachers are trained to teach the students tablet & internet safety.
		2.	100% of Kelley students are taught how to use the tablets & internet safely
		3.	At least 75% of students complete their at home online assignments
4.	Outcomes of providing access to tablets and home internets services	1.	100% of tablets are prepared before 9/15/2018
		2.	95% of equipment is on loan at all times
		3.	100% of equipment is inspected monthly

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CLASH Project will use qualitative and quantitative data to evaluate the program.

Student achievement data: 1) Individual student progress reports will be collected monthly to ensure that teachers are assigning online projects and students are completing those projects at home. 2) Individual student data regarding student progressed as evidenced by STAAR and TPRI assessments, classroom based and benchmark assessments.

Teacher understanding of CLASH Project goals & objectives: 1) Sign-in sheets and agendas of training sessions with teachers. 2) Monthly progress reports validating that teachers are collecting student progress reports on a monthly basis. 3) Lesson plans provide evidence that teachers are Connecting Learning at School & Home.

Increased Parental Involvement: 1) Sign in sheets and agendas introducing Project CLASH and online reading and math programs to parents. 2) Copies of signed Equipment Checkout Forms. 3) Completed applications for home tablets and internet. 4) Sign-in sheets and agendas for quarterly CLASH parent nights. 5) Survey indicating parent and student satisfaction with the CLASH Project.

Students understanding how to use tablets and internet safely: 1) Lesson plans teaching students tablet and internet safety. 2) Student assessments indicating student understanding of tablet and internet safety.

Access to tablets and home internet services: 1) Inventoried list of all equipment. 2) Monthly inspection documentation of loaned equipment. 3) Signed parental loan forms.

All of this data will be reviewed monthly at the stakeholders meeting to determine if the CLASH Project is on target to meet its goals and objectives and to make course corrections if needed. In addition, data can be disaggregated by teacher, classroom, and student to determine if the teacher or students' needs assistance in meeting program requirements or, in the case of the student, to determine if additional parental involvement is needed.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the past 10 years, it has been the district's policy to ensure that every classroom is equipped with some desktop computers usually between 3 and 4. During those years, a modest amount of netbooks and laptops have been purchased using grant funds such as Title I. At the end of 2016, the district used local funds to replace outdated student devices and to increase student access. In 2018, the district used E-MAT/textbook funds to purchase 100 new Chromebooks to be disbursed among its four campuses. In addition each campus has at least one computer lab with desktop computers. A breakdown of the devices assigned for student usage is listed below. As stated elsewhere the district has been using E-MAT funds to purchase new reading and mathematics curriculums. CTE laptops have been purchased with a mixture of CTE funds and Perkins grant funds.

Grade	Desktops	Chromebooks	Netbooks
Social Studies	4	0	0
Science	4	10	0
Math	4	0	0
ELA	12	40	0
8 <sup>th</sup>	10	20	0
7 <sup>th</sup>	7	30	0
6 <sup>th</sup>	10	40	0
5 <sup>th</sup>	11	40	0
4 <sup>th</sup>	12	50	0
3 <sup>rd</sup>	12	42	7
2 <sup>nd</sup>	12	25	10
1 <sup>st</sup>	11	13	16
K	11	6	11
PK	12	13	0
Bilingual	6	8	3
ESL	7	28	0
SPED	8	4	1
Art	1	0	0
Lab PK-3	22	0	0
Lab 4-6	25	0	0
Rtl Math	12	0	0
At-Risk	4	0	0
Reading Lab	6	4	0
Spanish	3	0	0
CTE	8	30	0
Secondary Labs	40	0	0
Total	274	303	48

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**School of Excellence in Education Vision**

All students graduate college and career ready, prepared to compete in a global society.

**School of Excellence in Education Mission**To provide a learning culture where all students thrive and excel through innovative and adaptive 21<sup>st</sup> Century Skills, using research based, data-driven methods.**School of Excellence in Education Goals**

- ☉ The number of SEE students achieving the "Meets" or higher level on STAAR Reading or English EOC Assessments will increase from 29 percent in 2017 to 80 percent in 2021.
- ☉ The number of SEE student achieving the "Meets" or higher level on STAAR Mathematics or Algebra I EOC Assessments will increase from 19 percent in 2017 to 80 percent in 2021.
- ☉ The number of SEE students reading on grade level in grades Kindergarten through second will increase from 36 percent in 2017 to 80 percent in 2021.

A successful Connecting Learning at School & Home Project will help the School of Excellence in Education reach its Vision, fulfill its Mission and achieve its Goals. Students will not be able to graduate college and career ready, much less compete in a global society, if they graduate unable to read and execute basic algebraic equations. The primary goal of the CLASH Project is to improve student achievement in reading and mathematics. This pilot project will begin at Kelley Elementary, currently an IR campus, and when successful it will be implemented at SEE's other campuses. It is expected that the CLASH Project will be able to extend learning into the home so that struggling students receive the differentiated education needed to perform on grade level, and students executing on grade level or above will be challenged to push themselves to increase their abilities.

The district has adopted proven research-based reading and mathematics curriculum to improve learning. And, it uses data to make decisions and drive instruction. By providing instruction at home that is truly connected with classroom instruction students are given additional opportunities to practice and learn. More importantly than providing additional learning opportunities, parents are given tools and methods to become involved in their children's education. By extending the classroom into the home, parents can see for themselves what they are learning and where they are succeeding and struggling. And, through the technology lending program low-income students will not be penalized because their families are unable to provide the same tools that more affluent families can afford.

Increased technology at home and school can help students master 21<sup>st</sup> Century Skills. Studies indicate that students issued 1:1 technology generally showed higher student engagement, motivation, and persistence. In addition, students' technology and problem-solving skills improved and their ownership of their own learning increased. (Fan, X. & Chen, M. [2001]. Parental Involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1-22.) Although study was based on 1:1 technology used in the classroom it is expected that these same 21<sup>st</sup> Century Skills will be enhanced by the use of technology at home.

With the CLASH Project meeting its programmatic goals – 1) increasing the percentage of students reaching the "Meets" level in reading from 21 percent in 2017 to 45 percent in 2019; 2) increasing the percentage of students reaching the "Meets" level in mathematics from 15 percent in 2017 to 45 percent in 2019; and, 3) increasing the percentage of students meeting reading grade levels as evidenced by the EOY TPRI assessment from 36 percent in 2017 to 68 percent in 2019 – the district will be on target to meeting its long-term goals for student achievement. In addition, other campuses can use best practices learned during the pilot project to implement their own technology lending programs and Connecting Learning at School & Home.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC 20 has developed a program with a vendor to provide HP 8" Slate tablets along with internet services to family homes using software imbedded into the tablet. Using the Technology Lending Grant, SEE plans to purchase 65 tablets, along with needed accessories and the monthly internet services for 65 homes.

When notified that the district has received the grant, the Project Administrator (PA) will work with the Kelley Principal and Registrar to notify all current families that the program is developed. During May 2018, the PA will develop a flyer to inform current parents that the district won the grant, what the grant will provide, eligibility requirements, and how/when to apply for the device and internet services. A similar flyer will be given to every student who enrolls at Kelley after June 2, 2018. Since Kelley has a mobility rate of about 20 percent, it is very important that new students receive this information.

At the beginning of the 2018-2019 school year, at least two information meetings will be held to inform parents about the CLASH Project as well as how to access current reading and math curriculums such as Learning A-Z, Istation, Imagine Math, CMP, and OWL. Parents will be allowed to apply to check out the equipment between August 27 and September 15, 2018. The PA will ensure that training sessions are held for all parents and students who checking out equipment. These sessions will explain how to use the tablet, how to access the internet, how to use the internet safely, and how to access the curriculums from home. A parent or responsible adult and the student must attend at least one training before the student is allowed to check out the device.

The PA will ensure that quarterly CLASH Project Parent Nights are held throughout the year. These meetings will be used to share best practices, teach parents how to become more involved in their children's education, and offer engaging projects that students and parents can do together. There will also be a question and answer sessions.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC 20 has developed a program with a vendor to provide HP 8" Slate tablets along with internet services to family homes using software imbedded into the tablet. Using the Technology Lending Grant, SEE plans to purchase 65 tablets, along with needed accessories and the monthly internet services for 65 homes.

When notified that the district has received the grant, the Project Administrator (PA) will work with the Kelley Principal and Registrar to notify all current families that the program is developed. During May 2018, the PA will develop a flyer to inform current parents that the district won the grant, what the grant will provide, eligibility requirements, and how/when to apply for the device and internet services. A similar flyer will be given to every student who enrolls at Kelley after June 2, 2018. Since Kelley has a mobility rate of about 20 percent, it is very important that new students receive this information.

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The PA will ensure that quarterly CLASH Project Parent Nights are held throughout the year. These meetings will be used to share best practices, teach parents how to become more involved in their children's education, and offer engaging projects that students and parents can do together. There will also be a question and answer sessions.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SEE primary reading and math curriculums have an online components and can be accessed from home. All Kelley Elementary students, except PK who uses OWL, use Learning A-Z as their primary reading and writing curriculum. Learning A-Z had thousands of Lexile leveled books that can be accessed and assigned either online or as a hard copy. Today teachers use a mixture of online assignments and hard copy assignments. The program also offers imbedded assessment. The program automatically moves students to a higher Lexile level once a student's indicate through assessment the mastery of that level.

All Kelley, students have a 90 minute reading block during the first period of the day. Because we do not have 1:1 computing, teachers use centers during the reading block with some students on computing devices, some students reading hard copy books, and some students practicing reading and writing conventions such as finding the main idea or predicting the ending. Learning A-Z is also used during the regular ELA period. The program is easily aligned with the TEKS and provides specific lesson plans. Teachers can easily monitor and track student progress on Learning A-Z and Istation. Istation is used during reading labs and interventions. All students attend the reading lab at least once a week. Interventions are embedded during the day.

Although Investigations Math and CMP is not used as frequently online, they do have an online component. Investigations Math is used in grades K-5 and CMP is used in the 6<sup>th</sup> grade. Time for math interventions are embedded during the day. Imagine Math, one of our online tools for students to build math skills, does have an online component similar to Learning A-Z and it can be accessed from home. Currently, our students only use this product at school. Teachers can make specific assignments using Imagine Math and can monitor student progress.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Technical Support:** Each SEE campus has a full time IT specialist who provides technical support to the faculty, staff and students. The district employs a Network Administrator who oversees the network and wireless internet and supervises the IT staff. The IT specialist at Kelley has served at Kelley for more than 10 years and is familiar with the faculty and staff. In addition the Network Administrator will help train the teachers on how to use the new devices and the accompanying software and how to use the internet safely at home. In turn the teachers will teach the students about device and internet safety.

**Teachers:** As stated elsewhere, the teachers will train all students on how to use the device and about internet safety. All students will be trained so that the devices can be used safely in the classroom. The **CLASH** Project will serve as an extension of everyday instruction. Teachers are not really required to complete any additional assignment except for documenting student progress monitoring on a monthly basis and assigning age-appropriate digital homework that is differentiated.

**Teacher Support:** Kelley Elementary has an Instructional Coordinator who will provide support to the teachers. As needed she will help the teachers integrate the **CLASH** Project into their daily routine and lesson plans. In addition, teachers will receive training on the **CLASH** Project before the end of the 2018 school year, during the summer of 2018, and at the beginning of the 2019 school year. Also, Kelley Elementary utilizes a reading lab that all students attend at least once a week.

**CLASH Project Support:** Kelley Elementary has a Reading Lab TA who will provide support to the program. He will help the teachers by printing A-Z and Istation student progress on a monthly basis. This will not only save the teachers some time, but will also allow him to close monitor his reading lab.

**CLASH Project Administration:** the Program Administrator will team up with Kelley campus leadership to provide day to day oversight of the program. The PA will serve as a liaison between the campus and district administration such as finance. In addition, the PA and Kelley Principal will ensure that there are monthly stakeholder meetings. These meetings will be used to monitor programmatic progress, evaluate the program, and make course corrections as needed.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015806

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be administered by the Project Administrator and the Kelley Principal. This team will delegate responsibilities and duties and will have the final approval of who receives a devices.

Parents and students will be able to apply to check out device between August 27 and September 15, 2018. Devices will not be lent to any student who has a documented history of willfully destroying school property. Before anyone receives a device, the student and a responsible adult must attend a training on how to use the device and how to use the internet safely. We are asking for funds to purchase 65 devices and with internet services. If there is a request for more devices, the devices will be issued first to primary targeted grade levels (grades 2, 3, and 4). Grades two and three are part of the primary target because these are the foundation years for obtaining knowledge and skills in reading and math. Grade four is targeted because it is on the cusp of the foundation years and because they have three STAAR assessments. The secondary targeted grade levels are first and fifth grades. The first grade was selected because it is a foundation grade and because it is felt that these students are responsible enough to manage the device. The fifth grade was selected because this grade level has three STAAR assessments. Fifth grade was not included because a higher number of these students have a device at home. Kindergarten students were not targeted because it is felt that they may be too young to be responsible for the safety of the device and the sixth grade was not chosen because a survey indicated that the majority of these had smartphones. We will use a waiting list if there are more devices requested than available.

A parent and student must sign for the device when it is initially checked out. Thereafter, the student will be required to present the device for inspection once a month. So as to not overwhelm the campus IT specialist, inspection days will be held the 15<sup>th</sup> and 30<sup>th</sup> of the month with 50% of the devices to be inspected each day. It will be expected that the IT Specialist from Walker Elementary and the Network Administrator will participate in the inspection on those two days. At the time of inspection the device will be inspected for outer and inner damage. The cache will be reviewed to ensure that devices are not used to access non-educational or inappropriate sites. If a student misses more than one inspection day, the device will be reclaimed and reissued to the next student on the waiting list. Devices will be taken up if the student withdraws.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon receipt of the devices, all devices will be inventoried. Each device will be labeled with the number, the campus name, and the proper accounting code (410-11-6399.00-101-9-11-0-00). The IT specialist will ensure that the inventory label is on the devices during the monthly inspection. As stated above the device will be inventoried monthly. At the beginning of each school year, the IT department will inventory all devices.

The district will obtain a two year warranty on all devices and it will obtain a three year insurance policy at the time of purchase. Once the three-year insurance policy expires, parents will be asked to provide the \$14 annual insurance fee.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: